



Application

124105 - Teacher Leadership and Compensation (TLC) System FY 17 NEW!

137255 - Easton Valley TLC Grant

Teacher Leadership and Compensation System

Status: Under Review

Signature: Andy Crozier

Submitted Date: 2015-10-16 09:33:17

Submitted By: Andy Crozier

Applicant Information

Project Officer

AnA User Id ANDY.CROZIER@IOWAID

First Name* Andy Middle Name Crozier Last Name

Title:

Email*: andy.crozier@andrew.k12.ia.us

Address*: 13 S Marion Street

City* Andrew Iowa 52030
City State/Province Postal Code/Zip

Phone*: 563-672-3221
Phone Ext.

Program Area Teacher Leadership and Compensation
of Interest* System

Fax: 563-672-9750

Agency

Organization Information

Organization Easton Valley Community School
Name* District

Organization Type* K-12 Education

DUNS:

Organization

Website:

Address: 121 S. Mitchell St.

City Preston Iowa 52069
City State/Province Postal Code/Zip

Phone: 563-682-7131
Ext.

Fax:

Benefactor

Vendor

Number

Cover Sheet-General Information

Authorized Official

Name* Andy Crozier

Title* Superintendent

Organization* Easton Valley CSD

If you are an individual, please provide your First and Last Name.

Address* 121 S Mitchell

City/State/Zip* Preston Iowa 52069
City State Zip

Telephone Number* 563-689-4221

E-Mail* andy.crozier@eastonvalleycsd.com

Fiscal Officer/Agent

Please enter the "Fiscal Officer" for your Organization.

If you are an individual, please provide your First and Last Name.

Name* Adam Crigger
 Title Business Manager
 Organization Easton Valley CSD
 Address 121 S. Mitchell St

City/State/Zip Preston Iowa 52069
City State Zip

Telephone Number 563-689-4221

E-Mail adam.crigger@eastonvalleycsd.com

County(ies) Participating,
 Involved, or Affected by
 this Proposal* Jackson County

Congressional District(s)
 Involved or Affected by this
 Proposal* 1st - Rep. Rod Blum (R)
Congressional Map

Iowa Senate District(s)
 Involved or Affected by this
 Proposal* 29
District Map

Iowa House District(s)
 Involved or Affected by this
 Proposal* 58
District Map

Minority Impact Statement

Question # 1

1. The proposed grant programs or policies could have a disproportionate or unique POSITIVE IMPACT on minority persons. *

No

If YES, describe the positive impact expected from this project

Indicate the group(s) positively impacted.

Question # 2

2. The proposed grant project programs or policies could have a disproportionate or unique NEGATIVE IMPACT on minority persons. *

No

If YES, describe the negative impact expected from this project.

If YES, present the rationale for the existence of the proposed program or policy.

If YES, provide evidence of consultation with representatives of the minority groups impacted.

Indicate the group(s) negatively impacted.

Question # 3

3. The proposed grant project programs or policies are NOT EXPECTED TO HAVE A DISPROPORTIONATE OR UNIQUE IMPACT on minority persons.
*

Yes

If YES, present the rationale for determining no impact.

This is for all staff.

Certification

I hereby certify that the information on this form is complete and accurate, to the best of my knowledge.*

Yes

Name of Person Submitting Certification.*

Andy Crozier

Title of Person Submitting Certification*

Superintendent

Recipient Information

District*

Easton Valley Community School District

Use the drop-down menu to select the district name.

County-District Number*

49-5337

This field should fill automatically based on the choice above. If the number listed does not match with the district selected, contact Lora Rasey at 515-281-6719.

Honorific

Mr.

Name of Superintendent*

Andy Crozier

Telephone Number*

563-689-4221

E-mail Address*

andy.crozier@eastonvalleycsd.com

Street Address*

121 S. Mitchell St

City*

Preston

State*

Iowa

Use the drop-down menu to select the state.

Zip Code*

52069

TLC Application Contact

Honorific	Mr.
Name of TLC Contact*	Andy Crozeir
Telephone Number*	563-689-4221
E-mail Address*	andy.crozier@eastonvalleycsd.com
Street Address*	121 S. Mitchell
City*	Preston
State*	Iowa <small>Use the drop-down menu to select the state.</small>
Zip Code*	52069

Demographic Profile

October 2014 Certified Enrollment	643
-----------------------------------	-----

October 2014 Free/ Reduced Lunch %	33
------------------------------------	----

AEA Number	9
------------	---

Please select the TLC model number that most closely resembles your district plan.

TLC Model Number*	Model 3 – Comparable Plan
-------------------	---------------------------

Narrative

Abstract/Executive Summary - Please provide a brief overview of the school district's proposed TLC plan. This summary should highlight your vision and goals and describe how the primary components of the plan connect to one another. (5,000 characters maximum)

Easton Valley Community Schools is a PK-12 district in rural, Eastern Iowa. Easton Valley is a two section building with a certified enrollment of 643 students. Easton Valley CSD is a two building district that has 45 teachers, two principals, and a part time superintendent.

Easton Valley is a small, rural school that is entering its third year of consolidation. With the consolidation, Easton Valley has been highly focused on the implementation of the multi tiered system of supports. Review of instructional practices, ongoing data collection, and intervention supports all play a vital role in the day-to-day decision making that occurs in our classrooms. Easton Valley is currently focusing on the implementation of professional learning communities (PLCs), which our Lead Teachers will facilitate to help support our ongoing Iowa Core implementation, MTSS, and other professional development in the district.

Our teacher leadership compensation (TLC) planning team consisted of six teachers, the district

superintendent, and building principals. The team met for thirty hours to plan, discuss, write, and edit our TLC grant. During the planning process, the team engaged the community, staff, and parents in feedback and support regarding the specifics of the Easton Valley teacher leadership system. The product of our grant proposal was supported by all stakeholders, including the Easton Valley Teacher's Association, Easton Valley Administration, and the Easton Valley Board of Education.

Based on the feedback from our stakeholders and discussion of our TLC planning team, the Easton Valley teacher leadership system is based on these goals:

- Improve student growth and achievement by engaging teachers in professional development, collaboration, and coaching.
- Promote a supportive environment for beginning, career, and mentor teachers for continued professional growth.
- Promote collaboration through teacher leadership roles by sharing best practices.
- Provide multiple leadership opportunities through a fair and rigorous selection process.
- Attract able and promising new teachers while retaining our most effective teachers by providing teacher leader career opportunities that come with increased leadership responsibilities and compensation.

Our planning team discussed a variety of roles and responsibilities, while also taking into consideration the amount of our budget and our current context. With nearly a third of our budget being sent to neighboring schools because of open enrollment, our funding level forced us to be creative.

The roles we created will provide teachers with extended contract days, paid meeting times after school, and will allow them to take full ownership with administration in instructional, curriculum, and assessment decisions in the district without being fully removed from classrooms.

The TLC planning group made a focused effort to ensure that 25% of staff would be included in teacher leadership roles. We have created five roles for our staff. Together these roles will make up a collaborative team that will work on achieving the goals of the Easton Valley teacher leadership plan.

Our five roles are:

- Mentor Teacher - Focused on creating high quality mentoring and induction experiences for new staff.
- Lead Teacher - Focused on modeling best practice and providing opportunities for staff to learn from classroom observations.
- Curriculum Lead - Focused on improving curriculum and professional development in all classrooms. Primary focuses will be reading and social studies.
- Instructional Technology Coach - Focus on the implementation of technology into our classrooms while providing the necessary coaching to ensure staff feels supported.
- Instructional Coach - Focused on directly supporting teacher and student learning by observing, modeling, co-teaching, and reflecting.

A cohesive team will be critical towards our success. We looked at the various areas of importance within the Iowa Professional Development Model, collaborative teams, and a multi tiered system of supports. Based on the reviews of these models, we determined that the roles we developed would have a significant impact on improving instruction and raising student achievement in the Easton Valley School District. Our teacher leadership will work collaboratively with administration in developing a professional development plan that is aligned with the Iowa Core and the district C-Plan. The teacher leadership team will implement professional development and provide ongoing support for teachers to

implement learning with fidelity.

We average two new teachers per year in our district that is participating in mentoring and induction. Through the TLC process, our team took a close look at what we have done well and what we can improve with mentoring. Through discussion with current and recent graduates of the mentoring and induction program, we developed a new system that will meet the needs of all teachers. Our new system is built on collaboration, similar content networking, opportunities for observation, and ample time for reflection on progress towards the Iowa Teaching Standards.

Our TLC planning team recognizes the potential for substantial improvement of classroom instruction based on the implementation of the Easton Valley teacher leadership system. The process of preparing the grant has focused Easton Valley on continued growth of our practice as educators and the continued improvement of our student achievement. We are excited to begin our journey of creating a leadership team that raises the standard of excellence for everyone in the district.

Please select the TLC model number that most closely resembles your district plan.

TLC Model Number Model 3 – Comparable Plan

Narrative

Using Part 1 application
narrative from previous
application?*

No

Part 1 - Describe the planning process used by the district to develop your TLC plan. (5,000 characters maximum)

Please include the following information in your narrative:

- a) A description of how the planning grant, if available, and the planning time was used to develop a high-quality plan.
- b) A description of how each stakeholder group (teachers, administrators, and parents) engaged in the process and contributed to the development of the plan.
- c) A description of the support for and commitment to the plan from each stakeholder group (teachers, administrators, and parents who are not a member of another stakeholder group).

Planning to apply

Upon receiving the planning grant for the Teacher Leadership and Compensation System, the Easton Valley Community School District put together a planning committee, consisting of three administrators and six teachers. The district selected to use the funds from the grant to pay for teacher's time beyond their contract day. Participating teachers (six) received \$20 per hour. A total of 28 hours was spent in the planning process and drafting of the TLC grant application.

The planning committee was given information on the intended goals of the Teacher Leadership and Compensation System (House File 215) along with the application process and timeline for completion. The committee carefully examined the TLC information and analyzed the appropriate roles and responsibilities that would benefit and strengthen Easton Valley. In depth conversation was had to envision what the future of EV would look like upon receiving the Teacher Leadership grant.

Vision

The Teacher Leadership structure will support and strengthen Easton Valley's current vision of, "Our vision is to inspire a passion in every student to learn to their fullest potential and prepare them for a variety of post-graduation options." The priorities for the 2015/2016 school year are to have (1) Teachers demonstrate implementation, alignment, and assessment of the Iowa Core, (2) to use data to guide instruction differentiation for all students (3) Provide collaboration, mentoring and modeling for all teachers. The teacher leaders will greatly increase the district's ability to fully implement the priorities of the Easton Valley School District.

Creating a Plan

Upon applying for the TLC grant, the planning committee traveled to AEA sponsored teacher leadership meetings, state sponsored teacher leadership meetings, and studied researched based literature to help build our expertise in teacher leadership models.

The planning team created a web based survey to seek out input and to gauge support of all staff, parents, and community members. The survey was sent to parents electronically and was also available on our district website.

Based on survey results the top three priorities of the district TLC system should be:

1. Improve instructional practice of teachers
2. Improve collaboration opportunities for staff
3. Improve intervention practices for staff

We received overwhelming support from our stakeholders on our survey.

Based on the data and comments received from our stakeholders, the following five positions were created to meet the rigorous demands for the Teacher Leadership structure:

- Instructional Coach
- Curriculum Leaders
- Instructional Technology Coach
- Mentor Teacher
- Lead Teacher

Educating Stakeholders**Educators:**

Full engagement of all stakeholders was a priority for our TLC planning committee. Based on the survey that was given, the roles and responsibilities of each position was supported by the teachers. We knew that not all teachers would be able to be at the table for planning purposes so we intentionally assigned one member of our planning group as the "Staff Liaison" of the group. This person was directly responsible for communicating information both ways between the staff and the planning committee regarding our thoughts, plans, and designs for EV's future teacher leadership system.

Teacher Association:

The district has a strong relationship between administration and the Easton Valley Education Association. We made it a priority, as a teacher leadership planning committee, to ensure we achieved letters of support from the Easton Valley Education Association and the Easton Valley Board of

Education regarding our future teacher leadership system. The district received a letter of support from the EV Education Association.

Board of Education:

The planning team received a letter of support from the Board of Education.

School Improvement Advisory Committee:

The planning team met with our SIAC to present our plan to numerous parents and community members. Each year, the board selects parents and community members to serve as representation on the advisory committee. The advisory committee was very complimentary of the teacher leadership plan and made the recommendation to the Board of Education for full support.

Administration:

Administration open-mindedly supported the TLC grant and envisioned the opportunities that it could provide for our school district. Administration was involved in shaping the structure of the roles and responsibilities of the leadership positions. They were instrumental in creating surveys, collecting data, building a budget, and analyzing the results to bring forth to the planning committee.

Writing of the Teacher Leadership Compensation Grant

After creating the foundation of the TLC framework that would best suite Easton Valley, the grant was written and reviewed. Changes were suggested by parents, teachers, and administrators. The planning committee incorporated these suggestions into the final submission.

Summary of Planning, Engagement, and Commitment

The TLC planning team ensured numerous stakeholders were involved in the input of the creation of the TLC system. We listened to comments from staff, parents, community members, board members, and worked together with both administration and staff to complete our teacher leadership framework.

Easton Valley administration, teachers, and community members will eagerly embrace and implement the new positions created from the teacher leadership grant, knowing the continued success it will lead to higher student achievement.

Narrative

Using Part 2 application
narrative from previous
submission?*

No

Part 2 - Describe the vision and goals your school district hopes to achieve through the implementation of the TLC plan. In your description, please explain the local context (including relevant student achievement data and existing goals) and how the plan will be tailored to that context while also working toward the statewide goals of the system. (5,000 characters maximum)

State Goals:

- attract able/promising new teachers;
- retain effective teachers;
- promote collaboration among teachers;
- reward professional growth and effective teaching; and
- improve student achievement.

Part 2- Connecting State and Local Vision and Goals

Our district's TLC vision is *to provide teachers, their colleagues, and the administration with the necessary expertise to improve teaching and learning practices with the ultimate goal of increasing student learning and achievement.* The TLC plan will assist the district in achieving our vision of *“to inspire a passion in every student to learn to their fullest potential and prepare them for a variety of post-graduation options”*

Our theory of action, developed by our district teacher leadership planning, if Easton Valley Community School District improves the mentoring induction program of new staff, provides high quality professional development closely tied to our current academic goals, implements professional development with coaching and support, provides teachers with instructional coaching to help improve instructional strategies in the classroom, then we will see an improvement in classroom instruction resulting in an increase in student achievement.

While the District Leadership Team (DLT) has been a driving force behind most initiatives and data analysis, they meet infrequently due to time restraints. Enhanced teacher leadership would allow for daily evaluation, communication, and guidance on initiatives. The teacher leadership system will also allow for deeper data evaluation. Being a new small school district located in rural Eastern Iowa, we have some unique circumstances. Our district has buildings in two different towns. Elementary grade levels are two sections with departmentalization in grades 2-5. Our administration is comprised of two building principals with our elementary principal also serving as the district curriculum director.

Easton Valley School District has set goals and aspirations for developing, implementing, and sustaining the District's TLC plan are to implement a high quality TLC structure that will:

- Improve student growth and achievement by engaging teachers in professional development, collaboration, and coaching.
- Promote a supportive environment for beginning, career, and mentor teachers for continued professional growth.
- Promote collaboration through teacher leadership roles by sharing best practices.
- Provide multiple leadership opportunities through a fair and rigorous selection process.
- Attract able and promising new teachers while retaining our most effective teachers by providing teacher leader career opportunities that come with increased leadership responsibilities and compensation.

To achieve the above goals, our planning committee used the results of our district wide survey, which indicated a need for increased emphasis on literacy, math, and technology at all grade levels. This information led the District TLC committee to create the following roles:

- Mentor Teacher - Focused on creating high quality mentoring and induction experiences for new staff.
- Lead Teacher - Focused on modeling best practice and providing opportunities for staff to learn from classroom observations.
- Curriculum Lead - Focused on improving curriculum and professional development in all classrooms. Primary focuses will be reading and social studies.
- Instructional Technology Coach - Focus on the implementation of technology into our classrooms while providing the necessary coaching to ensure staff feels supported.
- Instructional Coach - Focused on directly supporting teacher and student learning by observing,

modeling, co-teaching, and reflecting.

Our teacher leadership team, in collaboration with administration, plans to communicate our progress towards these goals with our community through presentations to the board of education and school improvement advisory committees. Progress will also be in our quarterly newsletter and included in the annual condition of education report for the community.

Using Part 3 application
narrative from previous
submission?*

No

Part 3 - Describe how the TLC plan will connect to, support and strengthen the district's key school improvement structures, processes, and initiatives such as MTSS, Early Literacy Initiative (ELI), and/or Iowa Core implementation. (5,000 characters maximum)

Part 3 Connections to Educational Improvement Efforts

Easton Valley's Teacher Leaders will drive instructional practices and curriculum. Teacher Leaders will support and enhance current as well as new district initiatives identified by the Easton Valley TLC Committee, SIAC, and School Board. The priorities for the 2015-2016 school year are:

1. Continue alignment, implementation, and assessment of the Iowa Core
2. Guide instruction and professional development including the MTSS (Multi-tiered System of Supports) process
3. Provide support and mentoring for new teachers
4. Implement the PLC process in PK-6 with 7-12 implementation during the 2016-2017 school year

Teacher Leadership Roles will allow the district to fully implement the priorities of the Easton Valley School District.

Alignment, Implementation and Assessment of Iowa Core

- *Iowa Core*: The Teacher Leadership team will bolster the district's work with Iowa Core by developing action plans and pacing guides, and additionally, the TLC will understand the alignment process to demonstrate full implementation of the Iowa Core. The district will continue to utilize ICAT (Iowa Curriculum Alignment Tool) to align curricular areas and Teacher Leaders will assist individual teachers in using these tools. The Teacher Leaders will work with teams of teachers to evaluate current assessments and create new assessments which demonstrate student mastery of the Iowa Core Standards. Without the support of the Teacher Leader team, it will be difficult for the district to implement this across all grade levels and subject areas.

Instruction and Professional Development

- *TIER and MTSS*: Teacher Leaders will assist the district with implementation of Iowa TIER (Tools for Innovation and Educational Results). Teacher Leaders will assist with FAST (Formative Assessment System for Teachers) assessment and data collection. Teacher Leaders will support the MTSS process and help develop clear expectations. Teacher Leaders will help select research-based intervention strategies and materials to support the MTSS process. They will assist teachers with data collection and evaluation on next steps to advance student learning.

Provide Support and Mentoring for New Teachers

- *Mentoring and Induction:* Teacher Leaders will all work collaboratively to support new teachers. Some Teacher Leaders will provide assistance as mentors while others will open their classrooms for observations. Further responsibilities will include modeling instructional strategies, providing professional development support, and demonstrating technology integration services. These roles, working hand-in-hand, will bolster the mentoring program and allow for new teachers to feel supported, gain confidence to excel in the profession, and will help drive student achievement.

Implementation of PLC's

- Teacher Leaders will serve as leaders on PLC teams. Leaders will collaboratively create documents for PLC teams to guide team meetings and capture data and next steps. Teacher leaders will be the link between PLC's, building leadership teams, and district leadership teams.

Using Part 4 application
narrative from previous
submission?*

No

Part 4 - Describe how the TLC plan will utilize teacher leaders and the additional funding to improve entry into the teaching profession for new teachers. Include in your response an analysis of the effectiveness of the current induction and mentoring program and the evidence you used to make this determination, areas of improvement needed in the current program and how your TLC plan will address these gaps. (5,000 characters maximum)

Part 4 Mentoring and Induction

Our District Leadership Team's plan is to utilize our teacher leaders and the additional funding from the TLC grant to improve entry into the teaching profession by addressing our current gaps. In order to close these gaps, we've set a district goal for the 2016-2017 school year.

Evaluation of Current Plan

Mentors and mentees meet for a full professional development day prior to the first day of school. In addition to monthly district-wide meetings focused around the Iowa Teaching Standards, mentors/mentees also attend monthly individual meetings focused on individual mentee goals. Mentors will observe mentees prior to their formal observation and provide (non-evaluative) feedback. Mentees will also be provided with the opportunity to observe mentors and lead teachers in district, or out of district if they are the only one in their content area.

The goal of the District Leadership Team is to retain 100% of current staff by providing leadership roles, a strong mentoring and induction program, and support for implementing professional development, collaboration, and the use of data. In order to achieve this goal, we recognized two gaps that needed to be addressed. The first gap within our current system is the ability for teachers to observe quality teachers in their specific content area. In order to address this gap, we will provide each new teacher with the opportunity to observe or be observed and collaborate with a teacher within their content area monthly. This will provide them an opportunity to view a teacher modeling success in the classroom and connect and network with a similar content area teacher.

Mentors will receive training to help assist them in providing quality feedback. The district is currently exploring training options, such as the New Teacher Center model or the facilitation of Jim Knight. The second gap we identified is the lack of reflection on the mentoring process. In order to address this gap, we will be seeking feedback at a minimum of three times throughout the year and making any necessary adjustments as needed. Mentors will assist mentees with securing documents to complete their portfolio to obtain standard licensure. These supports will help new teachers implement our Multi-Tiered System of Supports (MTSS), the Iowa Core, and Professional Learning Communities.

NEW Requirements for Mentoring

As part of the District Leadership Team, teachers interested in serving as a mentor must complete an application and be approved by the selection committee. The TLC grant will provide opportunities for trainings and mentee/mentor support during the school day and will support the adoption of the training model determined by the district. A mentor teacher must be someone who is encouraging, approachable, and a good communicator.

Teachers considered for this position should demonstrate the following:

- Hold a valid standard teaching license
- Have at least three years of teaching experience, with at least one of those years in the Easton Valley School District
- Demonstrate experience in providing coaching and support in a multidisciplinary area
- Demonstrate leadership abilities in and out of the classroom

The final piece of improving our induction process focuses on increasing the salary for first year teachers. Our current base salary is \$32,093 . We will increase this salary to a minimum of \$33,500 for 2016-2017 year as part of our TLC system. With the implementation of the TLC grant and the new teacher induction program, Easton Valley will support and strengthen our vision to “inspire a passion in every student to learn to their fullest potential and prepare them for a variety of post-graduation options.”

Narrative

Using Part 5 application
narrative from previous
submission?*

No

Part 5 - Describe each of the proposed teacher leadership roles in your plan. (10,000 characters maximum)

Please include the following information in your narrative:

a) A description of the responsibilities and duties for each new leadership role as well as the percentage of time each role will spend engaged in student instruction and the percentage of time each role will spend performing teacher leader duties.

b) A description of how each of the new roles fit together, as well as with any existing teacher leadership roles, to create a coherent instructional improvement strategy that will strengthen instruction and improve student learning and student achievement throughout the district.

Part 5- Teacher Leadership Roles

When analyzing the needs of our school district with the vision and goals as a priority, our team decided to create multiple, meaningful, and differentiated teacher leadership roles. These positions include instructional coaches, lead teachers, mentor teachers, technology integration coaches, and a professional development/curriculum instructor. The individuals selected for these positions will collaborate to create our district teacher leadership team, which includes administration, while engaging in their own individual leadership responsibilities. The district teacher leadership team will provide engaging professional development as well as support for teachers that will lead to increased student achievement. Each role holds separate responsibilities and expectations that are systemically focused on student improvement and expanding teachers' skills. These were created based on our district data, stakeholder input, and the identified need for improvement.

The **Instructional Coach** position will be filled by two people. One coach will be a full time position to serve our PK-6 students and one will be a half-time position to serve our 7-12 students. The Instructional Coaches will spend 70% of their time directly supporting teacher and student learning in the form of observing, modeling, co-teaching, and reflecting. They will be available to meet with teachers during instruction and planning time to improve learning. Additionally, the Instructional Coaches will use 30% of their time to engage in leadership activities, such as collaborating with administrators to plan professional development, researching best practices, and compiling materials/resources to enhance learning. Coaching will be confidential, non-evaluative, and supportive. They will meet the requirements of a career teacher, have taught for at least three years, and have one year of experience in our district. In this role, the Instructional Coaches will meet with classroom teachers on a regular basis to strengthen their instruction, collaborate, and provide support. Our Instructional Coaches will support every teacher in improving their instruction by modeling, co-teaching, problem solving, and using student data to drive instruction and assess efficacy. The Instructional Coaches will need to build positive, respectful, and trustworthy relationships to ensure effective communication and collaboration. The full time coach will have five additional contract days and the half-time coach will have three additional contract days for planning and preparation.

Our **Curriculum Leader** will develop and support curriculum implementation for the Iowa Core Curriculum. This person will direct and coordinate the planning and implementation of the building's professional development in conjunction with the teacher leadership roles. The curriculum leader will work with all teacher leaders to plan, implement and provide professional development for staff through the use of the Iowa Professional Development Model. This position will collaborate with other district teacher leaders to support their responsibilities in improving instruction. The curriculum leader will also work with the building principal to organize, plan, and implement the district professional development funding to help support the PD efforts of the teacher leadership team. It is essential that the curriculum leader be involved in utilizing these funds as they will be used for teachers to help strengthen instructional practices and provide resources for support. The curriculum leader will have 0.5 FTE to achieve a proper implementation of curriculum development.

We will have three **Mentor Teachers** in our district. The Mentor Teacher will support and help the new teacher(s) as they work towards their standard license. This person will also work with teachers new to our district. The Mentor Teacher will demonstrate a high skill set in the Iowa teaching standards and have the ability to coach and assist new teachers. They will help to clarify goals and areas of growth and will provide constructive feedback on teaching practices. The Mentor Teacher will coordinate opportunities for new staff to observe and collaborate with a teacher in their content area. Due to our school size, our Mentor Teacher will also be responsible for the coordination of finding highly effective

teachers for mentees to observe in other districts. The Mentor Teacher will work closely with the Lead Teachers to set up observation and reflection opportunities for new teachers in the district. The Mentor Teacher will observe the new teachers prior to his/her formal observation and provide feedback.

We will have three **Lead Teachers** in our district. They will be teachers who have demonstrated past success in being able to learn and implement new strategies and methods in their classroom and have demonstrated best practice in differentiation in small and large group instruction. These teachers will allow teachers to observe classroom activities and teaching strategies. The Lead Teachers will provide opportunities for new and veteran teachers to observe, collaborate, and reflect on best practices in the classroom. They will implement and provide professional development for staff as needed. Additionally the Lead Teachers will lead the data teams. These persons will also work in conjunction with the district teacher leadership team to plan, implement and provide professional development for staff.

We will have two **Technology Integration Coaches**. One will serve our PK-6 students and the other will serve our 7-12 students. This person will work with staff to integrate technology into the classrooms to increase rigor and relevance of the content and provide students opportunities to use 21st century applications to improve learning. The Technology Integration Coach position is another important component to strengthening our district's structures, processes, and initiatives with teacher leadership. This position will support staff by removing barriers that stand in the way of implementation of 21st century learning through technology. This position will support staff through collaboration and implementation of using technology in the classroom. Additionally, they will share technology related instructional strategies, resources, and materials. These teachers will have an open door aspect inviting colleagues to observe technology integration.

Our district teacher leadership team will create a coherent instructional improvement strategy that will strengthen instruction and improve student achievement and student learning by collaborating with each other. Each member of the district teacher leadership team will have an allotted number of extended contract days. Throughout the year, the district teacher leadership team will meet (up to ten days) to participate and develop a plan to create and strengthen coherent instructional practices. The team will also meet on a monthly basis during the school year to collaborate and discuss their progress on set building and district goals. This monthly meeting will include reviewing school goals, current progress based on data collected, and the need for current support. This team will be responsible for the development, implementation, and evaluation of ongoing professional development throughout the school year. The curriculum leader will be responsible for the development of professional development for staff. All members of the district teacher leadership team will be responsible for the implementation of professional development. Professional development will be led by the team member who has the most expertise in that specific area. Following professional development, the instructional coaches will determine how the professional development is being implemented in classrooms. Based on this feedback, the curriculum leader will determine what adjustments need to be made and make recommendations to the teacher leadership team. The lead teachers will continuously be measuring student data and assist teachers in the creation of a multi tiered system of support. Each member of the district teacher leadership team will have a stipend of \$800 available to them for their own professional development. This will allow them to gain expertise in needed areas for strengthening instruction and guide best practice with the staff.

The district teacher leadership team will use the Iowa Professional Development Model to provide a structure for professional development that is focused and collaborative. Our administration will have primary responsibility in the collection of our student data and making it available to our teacher leadership team and the entire staff. The curriculum leader and administration will lead us through

analyzing our data so our teacher leadership team can collectively view strengths and weaknesses in our student achievement. The curriculum leader and building principals will co-lead to set goals.

Through co-leading this component, we are wanting to model a cohesiveness between the teacher leaders and administration in an effort to improve student achievement.

The teacher leadership team will collaborate with administration to create a schedule for professional development that will allow enough time for learning, follow up learning opportunities, various delivery models, and multiple opportunities for practice. The instructional coaches will specialize in working with staff beyond training days to help them with implementation of new skills in the classroom. The teacher leadership team, in conjunction with administration, will engage in a full program evaluation after the conclusion of each year. This evaluation will review the past year's implementation of professional development, current year student achievement data, trends and progress in data, and current context of the district. This will be a continuous process to help make decisions about future trainings. The district leadership team will work closely with administration to determine the need for support, adjustments in learning opportunities, and additional professional development.

The members of the teacher leadership team will work together to facilitate awareness of and to create a structure of support. Team members will work as collaborators with classroom teachers to support student learning. They will focus on individual professional growth plans and group professional development that will expand and refine the understanding of effective instruction. They will provide personalized support that is based on the goals and identified needs of individual teachers.

Using Part 6 application
narrative from previous
submission?*

Yes

Part 6 - Describe how teacher leaders will be selected. (5,000 characters maximum)

Please include descriptions of how the district will determine and evaluate the following in selecting teacher leaders:

a) Prior demonstrated measures of effectiveness.

b) Prior demonstrated professional growth.

tes

Narrative

Using Part 7 application
narrative from previous
submission?*

No

Part 7 - Describe how the TLC plan will utilize teacher leaders to improve the district's current professional development program. (5,000 characters maximum)

Please include the following information in your narrative:

a) A description of the role teacher leaders will play in the creation and delivery of professional development.

b) A description of how the district's TLC plan aligns with and incorporates the key elements of the Iowa Professional Development Model (IPDM).

Click here To access the Iowa Professional Development Model page.

One of the operating principles of the Iowa Professional Development Model (IPDM) is that leadership must be distributed if it is to be truly effective. Our teacher leadership system design takes this principle to heart by making teacher leaders the backbone of our professional development system.

Teacher leaders, with guidance from administrators and the Professional Learning & Leadership team, will be primarily responsible for planning and implementing professional development. Although not all teacher leaders will be responsible for the delivery of professional development, their input and expertise will be sought and utilized. They will use the IPDM Cycle of Professional Development in their planning for professional development and as a guide for their work with teachers.

Teacher leaders will collect and analyze data on the current state of instructional practices in the district through teacher observations, data collected from walk-throughs, feedback from teachers, and student achievement data. Data will then be used to set explicit goals for professional development. Based on both data and goals, content for professional development will be selected while adhering to the requirements of the district's guiding principles of professional learning. These are:

- Maintains the focus of professional learning on student learning and operates on the belief that all students can and will learn.
- Respects and nurtures the diverse intellectual, reflective, and leadership capacity of each individual in our schools.
- Includes multiple, diverse perspectives to strengthen the organization and improve decision-making.
- Is planned, implemented, and evaluated collaboratively.
- Is embedded, ongoing, and sustainable at the district and site levels, and differentiated where appropriate.
- Utilizes best available research and data.

Our design process seeks to recognize that not all teachers learn in the same way. Our teacher leaders will provide differentiated levels professional development including one-on-one, small group, and whole group opportunities. The state's cycle of professional development will guide the work teacher leaders do in all settings.

The Instructional Coach will provide support at two levels. S/he will be part of the building and district leadership teams and work closely with the curriculum leader to develop differentiated professional development. S/he will also provide one-on-one and small group coaching for teachers throughout the district that focuses on classroom practice, instructional dialogue, and reflection.

Lead Teachers and Instructional Technology Coaches will serve as content area experts and technology integrationists. They will provide demonstrations and observations as well as opportunities for co-planning and co-teaching. Additionally, they will be in the classroom 80% of the time so their classrooms will serve as open observation sites and in-district laboratories for implementing new strategies.

All teacher leaders will provide leadership during Professional Learning Community (PLC) meetings. During PLCs, teachers will have opportunities to plan, problem solve, develop materials and lessons, and engage in peer coaching. PLCs will focus on the areas of teaching and learning, student engagement, technology, and assessment. Four critical questions will be examined:

1. What do we expect students to learn?
2. How will we know when they've learned it?
3. How will we respond when they don't?
4. How will we deepen the learning for students who have already mastered essential knowledge and skills?

Lead Teachers will provide a venue where all teachers can observe high-quality instruction and the implementation of key district initiatives and instructional strategies. This will meet the mandate called for in the IPDM for all teachers to have multiple opportunities to see demonstrations.

All professional development opportunities will be evaluated to measure their effectiveness. This will take the form of observations and direct feedback from staff. We will also monitor the level of teacher implementation and the resulting impact on student achievement. This information will allow us to make both mid- and end-course adjustments to our professional development delivery.

Another vital role for teacher leaders is related to the IPDM's operating principle of simultaneity. In the past, it has been a challenge for the district to maintain previous initiatives while implementing new ones. The result has been a feeling among teachers that initiatives will come and go and that they should just keep moving forward with the status quo. The teacher leadership system will provide a venue for vetting both past and present initiatives to make sure they have a history of success in our current areas of need and are research based. They will also support teachers in making connections between initiatives and seeing how they build on and support one another. Finally, teacher leaders will work to ensure that past strategies and initiatives are maintained and strengthened over time.

Using teacher leaders will enable the district to provide coherent, coordinated, high-quality professional development in a variety of settings and with varying levels of support to meet the needs of teachers and the high standards laid out in the Iowa Professional Development Model.

Using Part 8 application
narrative from previous
submission?*

Yes

Part 8 - Given the state and school district goals, please provide the following information: (5,000 characters maximum)

a) A description of how the district will determine the impact/effectiveness of the TLC plan, including short-term and the long-term measures.

b) A description of how the district will monitor and adjust the TLC plan based on the results of these measures.

Using Part 9 application
narrative from previous
submission?*

No

Part 9 - Describe the school district's capacity to implement the TLC plan. Cite an example or examples of the successful implementation of a past district initiative or initiatives. Include how the TLC plan will move into the future systemically as a part of the district's school improvement efforts including descriptions of the roles and responsibilities of district personnel responsible for ensuring the success of the plan. (5,000 characters maximum)

Easton Valley Community School District has the capacity to implement our teacher leadership plan and sustain this plan over time. Teacher leadership roles will be supported in numerous ways. Throughout the year, the district teacher leadership team will meet (up to ten days) to participate and develop a plan to create and strengthen coherent instructional practices directly tied to district curriculum initiatives. The team will also meet on a monthly basis during the school year to collaborate and discuss their progress.

This team will have the opportunity to work together to create and implement specific goals for the district's professional development and improvement plan. Each member will receive professional development for their specific role, which will enhance communication and implementation of these ideas with all staff members. Data will continuously be collected to evaluate student achievement. If we notice that we are not reaching our goals set for student achievement, the team will modify their plan to work toward improvement of those goals. To determine what modifications need to be made, the team will evaluate the quality, delivery and implementation of professional development for the staff.

Detailed job descriptions have been written for each teacher leadership position. This gives stability and long term continuity to the TLC plan. The Teacher Selection Committee (composed of three administrators and three teachers chosen by the district association and administration) will implement a fair and equitable procedure for selecting teacher leaders. Using a scoring rubric for evaluating the applicants, they will make recommendations to the superintendent for the ultimate selection of the teacher leaders.

Currently, leadership is provided primarily through administration with assistance from our building leadership teams. Our impetus for making these changes is because administration often does not have time to adequately address the needs of the district. With the implementation of the teacher leadership model, we will expand leadership by including teachers working in conjunction with administration. At this time we have teachers who take on leadership responsibilities without compensation. This plan will allow more of a vested interest in leadership roles for all involved. Teachers will be given time during the summer months to engage in district and building planning of professional development and curriculum decisions collaboratively with district administration.

The district teacher leadership team will provide ongoing communication of decisions and progress to keep stakeholders informed. The staff will be updated during professional development. Our goals and progress towards goals will be published in our newsletter, which is sent out to all members of the community. The district teacher leadership team will also be responsible for updating the school board quarterly on progress. The team will also meet with the school improvement advisory committee twice per school year to keep them informed on progress. Our program evaluation will be published for all community members. All communication will be completed in collaboration with district administration.

If problems arise during the installation and implementation of the district teacher leadership team, they will be addressed with the original TLC planning committee. As the system develops, the responsibility of problems will be addressed by the building leadership committee, which works in conjunction with administration. Currently, staff are trained in utilizing data from NWEA Maps (grades 3-11), FAST (grades K-6), IGDI in preschool, Iowa Assessments. This data provides the district the ability to monitor

ongoing student achievement progress and formulate professional development needs. This data is shared with our SIAC team, community, and school board. As staff members work through the PLC process, we will also be collecting data based off of Common Formative Assessments. Administrators currently collect walkthrough data which can also be used to assess progress and develop future goals. This will ensure the sustainability of our teams.

It is essential that our district teacher leadership team be effective in achieving our goals. To help achieve our goals our team will receive training for their new role and be given opportunities to continuously improve through professional development. If our data shows that we are not meeting our goals, the team will need to evaluate the professional development given to determine if it met the needs of the individuals. Each leadership role will have an annual review. When the annual review takes place, three items will be reviewed. These items include peer-review feedback, artifacts of success, and proposed professional growth plan for the following year. After annual review, the site-based committee will make a recommendation to the superintendent regarding the renewal of the position for the next school year. If there is turnover in teacher leadership team members, the cause of this will need to be examined. When turnover occurs, the new team member will receive training and professional development opportunities.

The success of the plan will be determined by administration, the district teacher leadership team, and the building leadership committee. Administration will monitor the program and provide guidance and support. The district teacher leadership team will continue to collect data and evaluate progress in the improvement of student achievement. The building leadership team will continue to communicate the needs of staff to the district teacher leadership team. With these key roles and responsibilities, Easton Valley Community School will ensure the success of the teacher leadership system.

Assurances

Please check each of the boxes below. Your plan will not be considered for approval unless each of the boxes are checked, indicating your agreement to meet these requirements.

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.* Yes

Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.* Yes

Teacher Leader Percentage – The district

will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.*

Yes

Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.*

Yes

Applicability – the framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.*

Yes

Part 10 - Budget Items

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to \$33,500.	\$2,000.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$128,485.00
Amount to cover the costs for the time teachers in leadership roles are not providing direct instruction in a classroom and to cover the costs when teachers are out of their classroom to observe or co-teach with another teacher (e.g. hiring emeritus, part-time, or full-time teachers).	\$2,955.00
Amount used to provide professional development related to the leadership pathways.	\$8,000.00
Amount used to cover other costs associated with the approved teacher leadership and compensation plan.	
<i>These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.</i>	\$59,613.24
Totals	\$201,053.24

Grant Allocation

Enter the district enrollment as reported on Line 7 of the **2014** Certified Enrollment Report. Actual funding will be based on the 2016 CE once it is approved by the SBRC. An amended budget will be submitted if the application is approved.

To enter the district's certified enrollment number, select "Edit" at the top of the screen. Once the enrollment field is completed, select "Save" to view the Grant Allocation. Then enter the Budget Items and Other Budget Uses in the space provided.

Certified Enrollment Number* 643.0

The district enrollment-based allocation is equal to the certified enrollment number x \$312.68.

District Enrollment-Based Allocation \$201,053.24

Total Allocation \$201,053.24

Other Budgeted Uses - Description

Item description	Amount budgeted
Open Enrollment Flow Through	\$59,613.24
	\$59,613.24

Total Allocation Budgeted

Total Projected Amount to be Expended \$201,053.24

If the amount shown below is (negative), the sum total of the dollar amounts budgeted exceeds the enrollment-based allocation.

Remaining Allocation to be Budgeted \$0.00

Budget Alignment

Using Part 10 application narrative from previous application? No

Describe how the TLC budget is aligned to the school district's goals for the proposed TLC system. The budget narrative should make clear connections between costs, roles and goals. (5,000 characters maximum)

TLC Budget

Easton Valley CSD estimates receiving nearly \$198,571 per year in teacher leadership funding. We planned our budget with the understanding that \$57,131 will leave the district due to open enrollment to neighboring school districts. Thus, our funding level for the district was \$150,521. Creating a budget that does not plan for our open enrollment out would create a system that is not sustainable. Our focus was to ensure that the roles and budget we created would be able to be sustained over many years to ensure school improvement.

TLC Goals

Our TLC planning team took our budget into strong consideration as we were planning for our roles and ensuring that our roles met our goals for our teacher leadership system.

Our goals for the Easton Valley teacher leadership system are:

- Improve student growth and achievement by engaging teachers in professional development, collaboration, and coaching.
- Promote a supportive environment for beginning, career, and mentor teachers for continued professional growth.
- Promote collaboration through teacher leadership roles by sharing best practices.
- Provide multiple leadership opportunities through a fair and rigorous selection process.
- Attract able and promising new teachers while retaining our most effective teachers by providing teacher leader career opportunities that come with increased leadership responsibilities and compensation.

Funding Numerous Opportunities

We made a very focused effort to ensure that 25% of staff will be included in a teacher leadership role. We balanced the leadership roles created to ensure some staff were able to continue to teach a full day

while other staff would be released from classroom to take on leadership responsibilities in our buildings.

Our roles were created to ensure success towards our prescribed goals. Each role has a significant responsibility in either mentoring, coaching, professional development, and collaboration among the staff at Easton Valley.

Minimum Teacher Salary

Our first priority was to ensure that we raised our minimum salary to \$33,500. Currently, our minimum salary is \$32,092. Estimating a three percent increase, (based on the average increase the past five years) in our contract schedule for 2016-2017, would raise our base salary to nearly \$33,050. Currently, the district is projecting have two teachers at this lane in our pay schedule. Therefore, the district is budgeting \$2,000 to ensure that all staff are over the \$33,500 benchmark. If the district does not have at least two staff members below this level, we will reallocate these dollars to provide additional professional development and/or release time for teacher leaders.

Teacher Leadership Compensation

Our second priority was to set compensation levels for each of our teacher leadership roles at a level in which they would be highly attractive to our current staff. Our compensation levels are:

Roles	FTE	FTE Cost	Stipend	Benefits	Health Benefits	Quantity	Total
Mentor	0	0	\$2,500.00	\$407.50	\$0.00	3	\$11,122.50
Lead	0	0	\$3,500.00	\$570.50	\$0.00	3	\$14,611.50
Tech Coaches	0	0	\$3,500.00	\$570.50	\$0.00	2	\$9,741.00
Curriculum Leader	0.5	\$35,000		\$5,705.00	\$9,000	1	\$25,252.50
Instructional Coach	1.5	\$35,000		\$5,705.00	\$9,000	2	\$75,757.50

Funding Professional Development

Our third priority was to include ample professional development funding for our new teacher leaders to allow them opportunity to build their skill set and expertise in their new area. Each teacher leadership team member will be provided \$800 for professional development per year.

Our TLC plan provides added days for each teacher leadership role to engage in leadership team meetings at the beginning and end of each school year to review student achievement data and plan for future professional development. Our added days will also provide our teacher leaders to attend critical professional development opportunities during off contract times to increase their professional capacity to lead in our district. Any excess costs of professional development will be funded through the district's professional development fund in the general fund.

Other Funding Priorities

Our budget includes just under two percent reserve of funds to ensure we have additional dollars for extended professional development opportunities, substitute teacher for release days/coaching

opportunities, and other items that our teacher leadership team may need that we anticipate during implementation.

Overall Budget

Our budget is broken down to these dollar amounts and percentages:

- Raise the minimum salary - \$2,000
- Teacher Leadership Supplement (including benefits) - \$128,485
- PD - \$8,000
- Substitutes, Extended Professional Development - \$2,955
- Open Enrollment Payments - \$57,131

Conclusion

We believe with this funding model, our plan is highly sustainable and provides a funding model that will include 25% of our staff with teacher leadership opportunities. The TLC grant would provide our staff with additional time needed to make systematic improvement in our district. We have a number of staff already interested in these positions and are excited to attend professional development opportunities to increase their capacity to improve student achievement in our district. Through our collaborative effort between the administration and our teachers, we are committed to the actions and roles described in this grant to improve teacher leadership in our district.